EXPANDED COURSE DESCRIPTION

YORK/SHERIDAN DESIGN

School of the Arts, Media, Performance and Design
Design Department

FA / YSDN 2004 3.0 SECTION A
COMMUNICATION DESIGN 1
FALL 2019 / WINTER 2020

Last Modified Date: 09/13/2019

COURSE CALENDAR DESCRIPTION

This practicum course concentrates on building skills in two-dimensional visual communication design. Various communication and learning theories are integrated into the design process assisting students to develop a multi-disciplined approach to design. Required course for design major. Prerequisites: FA/YSDN 1001 3.00 and FA/YSDN 1002 3.00 or permission of the Department of Design. Note: For students not in the BDes program, compulsory and voluntary supplementary fees apply.

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INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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<tbody>
<tr>
<td>Leroux, Gary</td>
<td>Sec. A / STDO / F</td>
<td><a href="mailto:garyleroux2020@gmail.com">garyleroux2020@gmail.com</a></td>
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SPECIAL FEATURES

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Communication Design 1
FA/YSDN 2004 3.0
Fall 2019

1 SPECIAL FEATURES
Prerequisites:
VISUAL LANGUAGE YSDN 1001 3.0
DESIGN AND IMAGE YSDN 1002 3.0
TYPOGRAPHY 1 YSDN 1005 3.0
This is a required practicum course for students in the BDes program.

2 TOPICS AND CONCEPTS
This studio course involves critiques, demonstrations, lectures and presentations by the instructor. These discussions will be supplemented with assigned readings and in-class exercises. This practicum course concentrates on building effective skills in visual communication design.

COURSE TOPICS
• Defining design
• Design process
• Research as a cornerstone for design
• Rhetoric as a basis for communication
• Visual rhetorical devices
• The interplay of target audience, communication vehicle and message
• Editorial voice in design

STATEMENT OF PURPOSE
Graphic design has the power to motivate, persuade and inform. It can be used to
differentiate products in a crowded commercial marketplace or to clarify difficult
concepts in a world of ideas. The purpose of this course is to introduce students to
graphic design as a problem-solving activity which can effectively influence human
behaviour with important consequences.

COURSE TEXT / READINGS
Recommended Books
• Hanington, Bruce & Martin, Bella. Universal Methods of Design: 100 Ways to Research
  Complex Problems, Develop Innovative Ideas, and Design Effective Solutions. Rockport
• Lidwell, William. Universal Principles of Design, Revised and Updated: 125 Ways to
  Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions,

YORK
Lab 1 Friday 8:30–12:30 DB 4034
Instructor/Course Director: Gary Leroux
Office hours by appointment.
garyleroux2020@gmail.com
Lab 2 Friday 8:30–12:30 DB 4031
Instructor: Diane Mikhael, mikhaeld@yorku.ca
Lab 3 Friday 8:30-12:30 DB 4028
Instructor: Mary Traill, mtraill@yorku.ca

SHERIDAN
Lab 1 Tuesday 9:00-13:00 J 219
Instructor/Course Director: Maria Gabriele
Office hours by appointment.
maria.gabriele@sheridancollege.ca
Lab 2 Tuesday 9:00-13:00 J 223
Instructor: Andra Mares
Office hours by appointment.
andra.mares@sheridancollege.ca
Lab 3 Tuesday 13:30-17:30 J 219
Instructor: Maria Gabriele
Office hours by appointment.
maria.gabriele@sheridancollege.ca


Additional readings may be assigned or recommended during the course.

STUDENT RESPONSIBILITIES

• Students must provide the Course Instructor (via email) with an active email address which is checked on a regular basis; all communication with the Course Instructor outside of regular class hours should be conducted by email —this includes notice of lateness or absence.

• It is the responsibility of the student to inform the Course Instructor if, for any reason, the student may not be able to progress within the course in a timely manner.

• It is the responsibility of the student to always back-up their digital work with redundancy. Online backups are highly recommended.

• Every student is expected to have current project files available for critique.

• It is the responsibility of the student to make themselves familiar with the course outline and come to class prepared for the activities listed therein. This includes arriving for guest lectures having prepared yourself ahead of time with knowledge of the speaker and their work.

• Each student is expected to participate in in-class exercises and present their work and process in individual, small-group, and full-class critiques.

• Students are expected to record and document their design process.

• Students are expected to listen actively and take notes in class and during lectures—lecture hand-outs will not be provided. Occasionally the Course Instructor may make lecture slides available to students through email; as these slides may contain copyright material, they must not be redistributed in any manner.

3 LEARNING OUTCOMES WITH EXAMPLES

Upon successful completion of this course, students will have demonstrated their abilities to:

• Use the design process to solve communication problems

• Achieve breadth and depth in the exploration of concepts

• Shape communication for defined purposes and defined audiences

• Develop a strategic approach to the use of type and images

• Utilize grids to organize visual elements on a page

• Work to detailed specifications requiring neatness and accuracy

• Harness the power of visual hierarchy

• Achieve precision in verbal and visual communication
• Analyze and evaluate design solutions both individually and in group situations

• Work at an entry level with page layout software

Successful students will have demonstrated:

• Professional work ethic and respect for schedules and due dates

• Engagement in class activities and critiques

• Respect for intellectual property

4 GRADED ASSESSMENT

The grading for the course breaks down as follows:

5% Project 1
25% Project 2
25% Project 3
35% Project 4
10% Participation

Projects will be graded using the following criteria:

BREADTH & DEPTH OF INVESTIGATION

Students are required to keep ongoing documentation of their work in process. Breadth refers to research, and the quantity and quality of diverse lateral concept development. Depth refers to the quantity and quality of exploration, experimentation and vertical development for the selected concept.

EFFECTIVENESS

Demonstrating an understanding of the design problem and project parameters by delivering an appropriate visual solution that effectively addresses the subject matter.

VISUAL QUALITY

Demonstrating the ability to translate ideas into technically refined forms, with visual interest, clearly defined hierarchy, originality, and attention to detail.

PRODUCTION

The quality of the visual presentation, including printing, mounting, construction, neatness, organization, structure, file-size and visual fidelity of all elements used in a project.

Students demonstrate their learning in the following ways:

• Process documentation provides a record of the student’s ability to utilize the design process and reveals the breadth and depth of exploration involved with each project. All process work, including research, notes, sketches, annotations, images, variations and screen-captures must therefore be submitted to the instructor for review and evaluation.

• In-class exercises and group work provide an opportunity for students to reinforce and test theory immediately.

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• Each student must present their work in small groups and full class critique situations. Assessment of participation and engagement in the learning process takes place every week. It is essential that students attend all classes and engage in all critiques and activities.

• Since the course concentrates on moving the theory of graphic design into the practice of graphic design, a large percentage of the student’s grade comes from an
evaluation of the visual communication quality and practical effectiveness of submitted projects.

All course work is to be submitted directly to the Course Instructor during scheduled class hours. Do not submit work to the Admin Offices.

A grade slip will be returned with each project. Grading is based on professional standard and non-competitive within the course and within each section.

Program Grading System

A+ 90–100% RARE AND EXCEPTIONAL WORK Thorough knowledge of concepts and techniques and exceptional skill and/or great originality in the use of those concepts / techniques in satisfying the requirements of an assignment/course

A 80–89% EXCELLENT WORK Thorough knowledge of concepts and techniques together with a high degree of skill and/or some elements of originality

B+ 75–79% VERY GOOD WORK Thorough knowledge of concepts and techniques together with a fairly high degree of skill in the use of those concepts/techniques

B 70–74% GOOD WORK Good level of knowledge of concepts and techniques together with considerable skill

C+ 65–69% COMPETENT WORK Acceptable level of knowledge of concepts and techniques together with considerable skill representing the student’s competence to continue and the department’s wish to have the student continue

C 60–64% FAIRLY COMPETENT WORK Acceptable level of knowledge of concepts and techniques together with some skill

D+ 55–59% PASSING WORK Slightly better than minimal knowledge of required concepts and techniques together with limited skill

D 50–54% POOR WORK Representing a lack of effort or minimum knowledge of concepts and techniques, despite completion of required exercises

E 31–49% VERY POOR WORK

F 0–30% INADEQUATE WORK

All courses taken at York, including failures are included in the grade point average calculations. To calculate your grade point average please visit: https://ampd.yorku.ca/current-students/academic-resources/gpa-calculator/

Assignment Submission

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in class on the appropriate date.

Lateness Penalty
Assignments received later than the due date will be penalized 10% per business day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

Missed Assignments
Students with a documented reason for missing a course project deadline or a test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Attendance and Lateness
Regular and punctual attendance is required professional behaviour in industry and therefore in this program. Attendance will be taken at the beginning of each class. Students are responsible for letting faculty know ahead of time if they are going to be late for class, or not attending. Being late twice equals one absence. Lateness of more than thirty minutes equals one absence. If a student is absent from four classes during the term, a grade of “F” will be given for the course. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the course instructor but will require supporting documentation (e.g. a doctor’s letter). Students will be responsible for all academic, financial penalties and consequences resulting from their non-attendance.

5 Additional Information
Last date to drop a fall term (F) course without receiving a grade: November 8, 2019

ACADEMIC POLICIES / INFORMATION
The Senate Academic Standards, Curriculum and Pedagogy (ASCP) provides a Student Information Sheet that includes:
• York’s Academic Honesty Policy and Procedures / Academic Integrity Web site
• Access/Disability
• Ethics Review Process for Research Involving Human Participants
• Religious Observance Accommodation
• Student Code of Conduct

http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust20121.pdf

ADDITIONAL INFORMATION / YORK UNIVERSITY
• Academic Accommodation for Students with Disabilities
• Alternate Exam and Test Scheduling
• Grading Scheme and Feedback Policy
The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.
• Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more. https://registrar.yorku.ca/enrol/dates/fw19
• Manage my Academic record http://myacademicrecord.students.yorku.ca/
• “20% rule”
No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.
• Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.
ADDITIONAL INFORMATION / SHERIDAN COLLEGE
• Accessible Learning Services: Trafalgar Campus, Room B104, 905-845-9430 x8196
https://www.sheridancollege.ca/life-at-sheridan/student-services/accessiblelearning-services
• Counselling Services: Trafalgar Campus, Room B104, 905-845-9430 x2557
https://www.sheridancollege.ca/life-at-sheridan/student-services/counsellingservices
• Health Services: Trafalgar Campus, Room B129, 905-845-9430 x2550
www.sheridancollege.ca/life-at-sheridan/student-services/health

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.
Moodle @ York University